



## The Relationship of Extraversion and Neuroticism Traits to Academic Achievement

### La relation entre les traits d'extraversion et de névrosisme et la réussite scolaire

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**Abstract:** This study aims to highlight the relationship between the two traits (extroversion and neuroticism) and academic achievement among students about to take the baccalaureate exam. 246 final-level students, selected from two different secondary schools, contributed to the study data on the mentioned variables were collected using a scale - the Big Five Personality Factors Inventory (McRae and Costa, 1992), translation and adaptation (Al-Ansari Badr Mohamed, 1997), in addition to the results of the baccalaureate examination. The study concluded that extroversion is the strongest association with academic achievement compared to neuroticism, and these results do not differ greatly from what previous studies have found. In addition, the current study was not able to prove the relationship between neuroticism and academic achievement, and this difference with previous studies can be explained by the fact that this study was conducted in a different social environment (the desert environment).

**Keywords:** personality traits, extroversion, neuroticism, academic achievement, baccalaureate exam. content.

**Résumé:** Cette étude vise à mettre en évidence la relation entre les deux traits (extraversion et névrosisme) et la réussite scolaire chez les élèves sur le point de passer l'examen du baccalauréat. 246 étudiants de niveau terminal, sélectionnés dans deux écoles secondaires différentes, ont contribué à l'étude. Les données sur les variables mentionnées ont été collectées à l'aide d'une échelle - le Big Five Personality Factors Inventory (McRae et Costa, 1992), traduction et adaptation (Al-Ansari Badr Mohamed, 1997), en plus des résultats de l'examen du baccalauréat. L'étude a conclu que l'extraversion est l'association la plus forte avec la réussite scolaire par rapport au névrosisme, et ces résultats ne diffèrent pas beaucoup de ceux des études précédentes. De plus, la présente étude n'a pas pu prouver la relation entre le névrosisme et la réussite scolaire, et cette différence avec les études précédentes peut s'expliquer par le fait que cette étude a été menée dans un environnement social différent (l'environnement désertique).

**Mots-clés :** traits de personnalité, extraversion, névrosisme, réussite scolaire, examen du baccalauréat.

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Research into the subject of academic performance and achievement and the factors that affect them is considered one of the classic topics that has attracted the attention of many researchers and specialists in the field of education, and as a result has produced a large scientific accumulation, which the researcher can hardly count. Despite this, those interested in this topic cannot stop researching and examining it, given its extreme importance for the growth of the individual and the development of his mental and creative abilities, as well as for society and its development in various areas of life, and achieving progress, development, security and success in the future. The subject of academic achievement remains one of the subjects that need to be renewed in research, to reveal the various constantly changing factors that affect it positively and negatively, as the subject of the current study combines positive and negative factors that can affect academic performance and achievement. The researcher's interest was focused on factors that are often mentioned in the literature due to their extreme importance, and due to the interest they have attracted from researchers and those interested in this topic, and it is related to some personality traits (extroversion and neuroticism traits). Within this framework, we divided the research into two main aspects :

- A theoretical aspect that contains elements of the basic structure of the research, such as the problem, hypotheses, defining concepts...
- As for the applied aspect of the research, it contains the various steps of applied research that were followed to achieve the field aspect of the study. It also presents the results of the study, its analysis and discussion, and the conclusions it reached, and finally concludes the research with a general conclusion.

## 2. Study problem

The baccalaureate exam is considered an essential step towards achieving future goals, which makes those approaching this fateful exam keen to succeed in it and make their utmost efforts to achieve their hopes. From this standpoint, the baccalaureate degree becomes the focus of attention and thinking of the candidates and their guardians, but success in it depends on the interaction of many personal, educational, pedagogical and social factors in general. The highest success rate in the Algerian baccalaureate exam since independence is that achieved after the educational reforms in 2010, which according to statistics reached 61.23%, equivalent to 240,000 students. Whatever the factors that led to this sudden qualitative increase in the aforementioned percentage, the failure rate remains high, reaching 152,000 failures, a rate of 38.77%. Given the statistics reported on the baccalaureate exam from the year 2000 until 2010, the general scene does not inspire reassurance, as the average success in this exam each year during the previous decade reached about 140,000 passers, while the average of those who fail it each year remains higher, and it hovers around 220,000 failures. (Furnham and Chamorro-Premuzic (2004)) stated that although it is generally recognized that psychometric measures of intelligence are strong predictors of academic achievement (high intelligence leads to academic success, while low intelligence is associated with academic failure), many studies have suggested that the predictive power of cognitive ability at higher levels of education was simple, and often insignificant (Furnham A and ather. 2004: 944). Other studies have also shown that personality traits have independent and increasing effects on academic

achievement, even after controlling for traditional predictors of these outcomes. (Nofle E and ather.2007: 120).

(Chamorro-Premuzic T and ather. 2003b:322 ) explained that if intelligence symbolizes what a person can do or achieve through special abilities, which help in understanding and learning, then personality expresses how to achieve what he wants through some traits that support or inhibit the use of these capabilities, therefore, the use of personality traits as predictors can contribute to increased variance in performance. The results of previous studies have found that both personality traits, especially conscientiousness and extroversion, were positively associated with academic achievement, and that neuroticism, on the contrary, was negatively associated with it. From this standpoint, the current study came as an attempt to consolidate the results of previous studies regarding the role of some personality traits (extroversion and neuroticism) in academic achievement, given that it was conducted in a different geographical and social environment, namely the desert environment (Bechar region), which is distinguished by several Geographical, climatic, social and cultural factors undoubtedly affect the individual and make him distinct.

## **2.1 Main questions for the study**

Based on the above, the following questions can be asked:

- Is the trait of extroversion positively related to academic achievement among students about to take the baccalaureate exam?
- Is the trait of neuroticism negatively related to academic achievement among students about to take the baccalaureate exam?

## **2.2 Hypotheses**

- There is a positive correlation between the trait of extroversion and academic achievement in the baccalaureate exam.
- There is a negative correlation between the trait of neuroticism and academic achievement in the baccalaureate exam.

## **3. Defining concept**

### **3.1. Personality traits**

Abdul Khaleq, 1994 defines a trait as: “a trait or characteristic with relative permanence, in which individuals may differ and distinguish one from another, which means that there are individual differences in it. The trait may be hereditary or acquired, and it may also be physical, cognitive, emotional, related to social situations”. (Abdul Khaleq A.1994: 67)

The Big Five Personality Factor Model consists of five sub-components: (Neuroticism, Conscientiousness, Extraversion, Agreeableness, and Openness) as stated by. (Al-Ansari B, 1997: 58), and below we review them as follows:

- Neuroticism: This factor is characterized by the following precise characteristics: anxiety, anger, hostility, depression, self-consciousness, impulsivity, and vulnerability. In this study, neuroticism is expressed procedurally as the total score obtained by the subject on the neuroticism subscale.
- Extraversion: This factor is characterized by the following precise characteristics: warmth, gregariousness, self-assertion, activity, excitement-seeking, and positive

emotions. Extraversion is expressed procedurally as the total score obtained by the examinee on the extroversion subscale.

### 3.2 Academic achievement

Sayid Khair Allah, 1981 defines it as “All the programmed education that the school provides, and is measured through quarterly tests, which is known as the general sum of the student’s grades in all academic subjects”. (Khair Allah S. 1981: 76 ).Haplin (1968) states that academic achievement is a level of performance or competence in school work and is evaluated by teachers through standardized tests and examinations, or both.

By extrapolating the meanings of these definitions, we can conclude the following:

- Achievement is the sum of knowledge and experiences that the student acquires from educational programs and curricula, whether quarterly or annually.
- Academic achievement is the grades or points that a student achieves after taking a number of exams.

On this basis, academic achievement can be determined procedurally as: the averages or scores that a student obtains after a semester or year of study, which express the extent of his understanding of the knowledge and experiences he has acquired, as well as his ability to retrieve them during the various pedagogical and educational situations that require this. . Thus, the academic achievement in the baccalaureate exam expresses the general average or score achieved by the final secondary level student in this exam, and it is considered passed if it is 10/20 or above, and failed if it is less than 10/20.

### 3.3 Baccalaureate Exam

It is an official annual assessment in which the secondary school student is tested from the final level in writing, in the subjects or scales of the specialty that he studied during an entire year, within an official program applied within the framework of the national educational system. Success in this exam gives the student the opportunity to move from the secondary education stage to the university (higher) education stage. To succeed in it, the student must obtain at least 10/20, and the points obtained during the academic year are not taken into account.

## 4. Research Objectives

- This study aims to attempt to advance scientific research by contributing to enriching scientific research, especially those that deal with human and social phenomena in distinct regions such as the desert region.
- The research also aims to identify the most important traits in the personality of students about to take the baccalaureate exam, which work directly, through their main and secondary dimensions, to achieve success or failure in this exam. Through this research, we tried to give a simplified picture of the most important traits.

## 5. The Importance of Research

The importance of this research stems from the following:

- The great interest of the family, society, school, and educators in the baccalaureate certificate exam.

- The importance of this research is also highlighted in that it attempts to show the prominent traits in the personality of a student about to take the baccalaureate exam, which characterize his character and behavior.
- The importance of the study also lies in the fact that it is concerned with revealing the factors that lead to good achievement and thus helps to enhance success and raise the academic level of students, as well as revealing the factors that cause poor academic achievement, and predicting it, which enables it to be prevented and dealt with it, to help avoid school failure and dropout.

## 6. Study Methodology:

The study adopted the correlational research method, which is primarily concerned with studying the relationships between the variables that are supposed to affect the phenomenon in question, as it is one of the approaches that enable a complete understanding of human behavior. Therefore, much social research, especially educational research, relies on correlational research as a basic step to understanding the nature of the existing relationship between the variables involved. Correlational techniques generally aim to answer three questions related to two variables or two sets of variables: first, is there a relationship between the two variables or sets of variables? If the answer is “yes”, follow with two more questions: “What is the direction of the relationship? And what is its size?” For more details, you can refer to the tenth chapter of the book. (Cohen. L S and others. 2005: 90).

## 7. Research Population and Sample

The original population of the sample consists of high school students about to take the baccalaureate exam, and their number at the national level is estimated at approximately 750,000 students of both sexes each year, generally between 16 and 19 years of age. However, the current study was limited to one state, which is the state of Béchar (an Algerian desert region). These students are subjected to a final exam (the baccalaureate), which is one of the most famous exams in Algeria, where those who pass it can move on to university studies, and the students study a unified program at the national level, in all the states of the Algerian country, within a unified educational system that all educational institutions are committed to implementing. More than 600 copies of the study scales were distributed to secondary school students:

- “Abou Al-Hassan Al-Ash’aari” Secondary School, the number of its students reached (300) students of both sexes.
- “Colonel Othman” Secondary School, with 300 students of both sexes.

The guidance counselors working in that institution are responsible for distributing the scales to the students, after informing the administration and under its supervision, for methodological reasons related in particular to the following :

- The advance guidance counselor’s awareness of the reality in which the scales are applied.
- The guidance counselor’s knowledge of the type of students and their readiness to respond to the request.
- The students’ knowledge of the guidance counselor and the tasks he performs in the institution, and the nature of the questions asked in the scales is compatible with the nature of the counselor’s work, as the student knows it, which suggests that the students respond more to him.

- The counselor's knowledge of the nature of the scales to be applied, as they are part of the tasks that he is supposed to perform in the institution with the students.
- Students' confidence in the counselor because he is a member of the school family, compared to the researcher who is considered a stranger to them, which could reflect negatively on their answers.
- Choosing a guidance counselor in coordination with the secondary school administration, who knows that the number of students will be sufficient to conduct the application.

Despite these precautions with a methodological and procedural dimension, the number of retrieved answers reached 450, and then decreased to 246 in the final number; the validity and discipline of the answers were confirmed. The reason for this is due to the following objective factors:

- Cancel all answers that do not meet the conditions: "For example, answering one question with two answers repeatedly, which contradicts the nature of the standard."
- Cancel all answers in which the baccalaureate result is not confirmed as success or failure.

The final number of the sample after all these procedures reached 246 students (129 males and (117) females, students of the final level for the academic year (2015-2017), and they were examined in a casual manner according to what was possible and accessible, given that the administration of the Academy of Education does not allow by communicating with more than two secondary schools at the same time.

### **Data Collection Technique**

In this study, the researcher relied on baccalaureate exam scores, in addition to a basic technique for collecting data related to the various variables of the study, which are:

A- The Big Five Personality Factors List (Costa P and Ather. 1992), translated and adapted from (Al-Ansari B.1997) The Big Five Personality Factors List (NEO-FFi-s) is the first objective tool aimed at measuring factors, by Items reached 60 items, and this list also used the intelligence approach, which relies on a set of statements, to measure personality. The first version of the list appeared in 1989 and consisted of 180 items. Several studies were conducted on it and on various samples, whose ages ranged from 21 to 65 years, then a group of amendments were made to it in order to reduce the number of items, until the second version of the list was issued in 1992, which It consisted of 60 items measuring five subscale traits. Therefore, it can be said that the list of the five major personality factors consists of 60 items divided into five subscales, which are: Neuroticism, Conscientiousness, Extraversion, Agreeableness, and Openness.

Each subscale includes 12 expressions, each of which can be answered by choosing an alternative from five graded choices as follows: completely disagree, disagree, neutral, agree, and very agree.

The subscales represented by the Big Five Personality Factors list include five scales, are:

- Neuroticism, which includes the following items: (1, 6, 11, 16, 26, 31, 36, 41, 46, 51, 56), and the reversed items are: (1, 16, 31, 46).
- Extraversion, represented by the following items: (2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57), and the reversed items are: (12, 27, 42, 57).
- , which includes the following items: (3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58), and the reversed items are: (3, 8, 18, 23, 33, 38 , 48).
- , which includes the following items: (4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59), and the reversed items are: (9, 14, 24, 29, 39, 44). , 54, 59).

- , includes the following items: (5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60), and the reversed items are: (15, 30, 45, 55).

#### ➤ Practical aspect

The list of the five factors of personality was applied subjectively, as the researcher asked the research sample to answer the items by placing a cross (X) or a circle on the option that he deems appropriate for his feelings or behavior and agrees with his opinion, on a scale ranging from: (completely disagree, disagree, neutral, agree, and very agree), with the name, title, and regiment number must be written on the back of the list.

The response time for each scale item took 10 to 15 minutes.

#### ➤ Correction Instruction

The list of five personality factors included 60 items, and five answer alternatives from (1, 2, 3, 4, 5), where correction begins using five correction keys for the list, represented by the subscales as their items. Correction of each subscale begins separately, by giving each item in each subscale a score ranging between (1-5), in all items except the reversed items in each subscale, which are corrected in the reverse direction (1-5), then After that, the total score on one subscale is summed, and this scale is suitable for all age groups and both genders.

**Table No. (01): Alpha reliability coefficient for the list of the five major personality factors (McCrea and Costa).**

Factor	Alpha Coefficient Of Stability
Neuroticism	0.94
Extraversion	0.94
Openness	0.94
Agreeableness	0.94
Conscientiousness	0.96

It is clear from the previous table that all dimensions included in the list have a high degree of reliability, and therefore it is acceptable.

➤ Validity of The Scale of The Big Five Personality Factors : As for the validity of the scale, the developer of the scale (Badr Muhammad Al-Ansari) relied in his calculation of validity on the validity of the test with other measures such as the Multifaceted Personality Scale (MMPI). As for the current research, the researcher based her measurement of content validity on the validity of the arbitrators, so the scale was presented to seven arbitrator professors working in the field of psychology and psychometrics and they were asked to determine:

- Whether the paragraph belongs to the standard or not.
- The extent of the simplicity of the language and the ability to understand it by the sample members. It was concluded that the arbitrators' estimates indicate that all items belong to the scale and are consistent with it. They also agreed on the simplicity of the language and its understanding by the sample, with a percentage estimated at 95%, which is a sufficient percentage to adopt it.

#### **B- Baccalaureate results:**

The collection of baccalaureate results (represented by the general average that a student obtains in this exam in a group of scientific and literary subjects according to specialization) was based on the official lists of the schools from which the sample was selected, which are Al-Ash'aari, and Colonel Lotfi Secondary School in Bechar .

## 8. Study Procedures

After identifying the two institutions in which the research was conducted by the administration (the Secondary Education Academy), the researcher contacted the institutions concerned and agreed with them on the method of conducting the applied study, after informing their officials of the nature of the research, its objectives and its importance.

600 copies of the Big Five Personality Factors List scale were distributed to students with the help of guidance counselors, and after retrieving the scales and taking the initiative, which facilitates monitoring their psychological state through their self-report on the scale.

- The researcher waited until the results of the baccalaureate exam were announced, then turned to the two relevant institutions to complete the study procedures, to transcribe the results, only the number that represented the sample of the current study was valid, which was estimated at 246 final-level students (students concerned with passing the baccalaureate exam). The scale was applied about a week before the white baccalaureate exam, which is the last week allocated for study, when the students had already entered the exam environment where she had to collect the rates of the sample members (246 students whose answers to the test anxiety scale met the conditions). The researcher did not face any difficulties during her research, as the two concerned departments actively contributed to completing the study procedures, due to their deep awareness of the importance of the subject, especially since it primarily concerns the Sahrawi community, which is distinguished from other social circles.
- The SPSS program (Statistical Package for the Social Sciences) was used to analyze the results, and in particular the binary correlation coefficient was used to study the binary relationship between the study variables.

## 9. Presentation, analysis and discussion of the results of the hypotheses

### 9.1 Presentation and analysis of the results of the first hypothesis

Table 1: presents the results of the correlation coefficient between the trait of extroversion and academic achievement in the baccalaureate exam.

Variables	Extraversion
Academic achievement (baccalaureate exam)	0.184
Significance level	0.002
n=246	

### 9.1 Presentation and analysis of the results of the first hypothesis

Table 1

Shows that there is a correlation between extroversion and academic achievement, as the correlation coefficient (as shown in Table No. 01) reached  $R = 0.184$ , and it was positive and significant at the level of 0.02, and expresses a direct relationship between the two variables, where Increased achievement coincides with increased extraversion.

### 9.2 Presentation and analysis of the results of the second hypothesis

Table 2: presents the results of the correlation coefficient between the trait of neuroticism and academic achievement in the baccalaureate exam.



Variables	Neuroticism
Academic achievement (baccalaureate exam)	0.024
Significance level	0.356
n=246	

**Table 1**

Shows that the relationship between the trait of neuroticism and academic achievement in the baccalaureate exam was weak and not significant, as the correlation coefficient reached  $R = 0.024$ .

### Discussion of results

The results of previous studies have shown that there is almost consensus that extroversion is one of the Big Five traits that is most positively related to academic achievement, while neuroticism is negatively related to it. It appears from the results of the current study that they do not differ greatly from the results of previous studies, especially with regard to the trait of extroversion, which is positively related to academic achievement, as the correlation coefficient reached  $R = 0.184$ . Many studies, including the study (Ciorbeaa and ather. 2013) and the study (DeFruyt and Mervielide.1996), have concluded a positive relationship between extroversion and academic achievement, while there are some studies (Bhagat, 2013); (Ramyashilpa, 2016); (Sanchez-Marin et al..., 2001),(Farsides and Woodfield, 2003); (Rolf-Hus and Ackerman, 1999) have concluded that there is no relationship between them, and another team concluded that there is a negative relationship between the trait of extraversion and academic achievement (Petrides and athers, 2005).The result of the current study leaned in favor of the team that proved the existence of a positive relationship between the trait of extroversion and academic achievement. How can this controversial trait in its relationship to academic achievement help?

In this context, it is advisable to present this feature with all its partial characteristics, which are as follows: People with the extroversion trait are distinguished from the other four traits according to (McCrea R and Costa p t.19920: 402)by friendliness, kindness, a tendency toward friendship, and good companionship, in addition to being sociable, as they love parties, have many friends, and need people around them to talk to. They also seek excitement, act quickly without hesitation, and are characterized by a love of control, sovereignty, harshness, and a love of competition, they speak without hesitation and are confident, and they are also fond of searching for exciting and provocative situations, and they love crowded and noisy places, and are characterized by positive emotions, where they feel joy, happiness, love, pleasure, and quick to laugh, smile, and optimism. By examining these characteristics, we immediately conclude that a student who is characterized by this trait finds it very easy to mingle with others and build relationships with them. In the literature on academic achievement and the factors that relate to it, the student-teacher relationship is mentioned as one of the most important factors that helps the student relate to school through the good relationships that he builds, not only with peers but also with teachers and school administration personnel.No one can deny that the student-teacher relationship is one of the basic factors in the student's academic activity and the results that result from it, therefore, this relationship was and still is of interest to researchers in the educational field to learn about its secrets and determine the reality of its effects on students, regarding their performance and

academic achievement. In this regard, Wentzel and Asher (1997) showed that the quality of student-teacher relationships is an important predictor of students' behavior and academic competence in primary and middle school. It has also been shown that the student's formation of a positive and supportive relationship with teachers affects the students' success (Wentzel, 2004). On the other hand, (Pianta and Hamre (2001) explained that a tense student-teacher relationship is negatively related to achievement in mathematics and language from the first to the ninth year, considering that the student-teacher relationship is a key relationship in the school environment, and that students spend an important share of Their time in school, it is not surprising that this relationship is important for the students' academic adjustment. (Rang.R, 2005). In this context, ( Klem A. M and ather. 2004: 265) explained that students can learn the effective educational curricula presented to them, if they must find access to the support of their teachers, and the student cannot reach this outlet except through a distinguished relationship with the teacher, as it opens horizons for the student not only in terms of pushing towards study, achieving academic self-fulfillment, and gaining self-confidence, but also in terms of this student achieving general compatibility with the school from an administrative and pedagogical standpoint and with peers, which makes the student bear responsibility for himself in school environment, and he becomes a positive link that helps the school run well. ( Hallinan M T. 2008: 274) indicated that when students' needs for consideration and value are satisfied, their connection to school increases. (Montalvo G and athers. 2007 146 :) also showed that students will exert more effort and show a high degree of perseverance if they like their teachers, and that they achieve better academic results in the departments if they like these teachers. If extroversion helps build positive relationships with the school community, especially with teachers, then this empirical scientific evidence demonstrates the possibility that this trait can be an important aid, not only to building relationships with others, but also to building a positive relationship with the school, satisfying academic values, making effort, and achieving well. On the other hand, many previous studies have shown that neuroticism is generally negatively related to academic achievement. (Busatoa V V and athres. 2000 ); (Chamorro-Premusic and Furnham, 2003a, (2003b); ( Laidra K. 2007); (Conard, M. A. 2006); (Furnham and ather. 2004); (O'Connor and Paunonen. 2007); ( Wagerman S. A and ather. 2007), but the current study failed to replicate the results of previous studies, as the relationship between both neuroticism and academic achievement was weak and not completely significant, and the correlation coefficient reached  $R = 0.024$ , which requires discussing the results of this study in some detail. According to (McCrae and Costa, 2003), neuroticism expresses the following partial traits:

- Anxiety: These people are characterized by nervousness, fear, erroneous behavior, failure to perform tasks, and high tension.
  - Hostility and anger: These people are characterized by quick anger, bad moods, and are more susceptible to frustration.
  - Depression: These people are characterized by a low self-concept, feelings of guilt, and loneliness.
  - Impulsivity: These people are characterized by a tendency to temptation, difficulty controlling desires, overeating, spending on adventures, and frequent feelings of remorse.
  - Extroversion (susceptibility to diseases and psychological problems): These people are characterized by being easily susceptible to pressure, anxiety, confusion, and frustration.
- In general, the trait of neuroticism represents the negative side of a person's psyche and behavior, the inability to face reality, and investing the emotional sphere more than the

mental sphere in social relationships and problem solving. Anyone who considers these partial features of the neurotic trait can conclude many points based on what is stated in the literature on this topic. Neuroticism and the partial characteristics it includes make the student lose all justifications for being in an institutional atmosphere such as a school, which requires commitment, respect, and adherence to specific rules and ethics, which help maintain a disciplined administrative atmosphere that helps students deal well with their studies with all appreciation, respect, and discipline. Therefore, neuroticism does not only affect the student personally in terms of exerting effort and dealing well with life circumstances, especially reviewing, preparing for and passing exams, but it also affects his ability to build relationships with others and achieve compatibility with the requirements of the good conduct of the educational institution. He poses challenges to himself and to others, which may end with the student dropping out and leaving school due to academic and social incompatibility. The current study was not able to prove the relationship between neuroticism and academic achievement, as this difference with previous studies can be explained by the fact that our study was conducted in a different social environment (the desert environment), considering that this environment is distinguished from others by the fact that its individuals enjoy calm, deliberateness, rationality, lack of impulsiveness, and acceptance of others. In fact, the neuroticism trait was within the average, and was the weakest, reaching 35.2/60. On the other hand, this difference could be due to the fact that neuroticism - as a total trait - often fails to achieve the desired result, compared to other partial traits.

## Conclusion

This study focused on academic achievement, which determines an individual's academic and professional future, especially in our contemporary world, which pays great attention to revealing an individual's points, before anything else, when conducting an interview for admission to graduate studies, training, or a job, because academic achievement expresses the cognitive abilities that an individual possesses, and expresses its importance in academic achievement, in addition to other individual characteristics that express in some way his personality and his willingness to meet the requirements of what he desires. Given the great attention paid by researchers in several specializations to academic performance and achievement, which is reflected in the huge number of articles, scientific research, and books that we find in the literature, the student wishes that he had contributed in some way to shedding more light on this phenomenon and the various factors that affect it, directly or indirectly, to reach a prediction score that helps educators and psychological counselors provide appropriate assistance, which leads to achieving the goal of simply reducing school failure and dropout to the greatest extent possible and given the factors that have been proven to be related to achievement, according to what has been reported in many literatures, the interest of this study was limited to a specific number of them, due to their importance, namely the traits of extroversion and neuroticism, the importance of which has been proven in many studies for academic achievement.

The results of the current study were consistent with the results of many studies that were concerned with studying the relationship between big personality traits and academic achievement, especially with regard to extroversion, but they differed in many cases with the results in those studies, especially with regard to the relationship of neuroticism to academic achievement. The empirical results in their relationship to academic achievement were known for many contradictions), as there is almost consensus that

neuroticism negatively affects academic achievement, but the current study has failed to confirm it, and the environmental factor (desert environment) may have played a role in this difference that occurred between the results of this study and previous studies.

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